Commission on Teacher Credentialing
Bilingual Authorization Transition Plan Feedback

Institution	California State University Long Beach	
Link to Transition Plan	No link provided- **provide resubmission on accreditation website**	https://www.csulb.edu/college-of-education/bilingual-authorization-program-review-launchpad
Date of Review	June 2023	September 2023

Please answer the questions and provide feedback below for each component required on the Transition Plan. Please be specific and clear in your feedback so that the program can use this to further guide them as they prepare for full implementation of the new standards beginning summer/fall 2023.

Questions to Consider	Reviewer Feedback	Response from Program
1. Transition Planning		
Does the Transition Plan include team members who participated in the review and analysis of updated standards and BTPEs (Bilingual Teaching Performance Expectations)?	Participants included, however, no evidence of collaboration with K-12 partners. As a reminder, the Common Standards require collaboration between IHE and K-12 partners.	For more than 25 years, the CSU Long Beach Bilingual Authorization (BILA) program has cultivated strong partnerships with Los Angeles and Orange County school districts and the Los Angeles County and San Joaquin County Office of Education. The program's leadership maintains an ongoing collaboration with dual language schools, to discuss Common Standards, Bilingual Teaching Performance Expectations (BTPEs), course syllabi, and regional needs. As a result of these efforts, program graduates are well-equipped to meet and address the needs of bilingual learners across

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		diverse educational settings within California's public school system.
		The following are submitted as Evidence of Ad-hoc Collaboration with K-12 Partners:
		o Sharing of CTC (Commission on Teacher Credentialing) Standards (2020) and Collaboration with DLD Schools, Administrators, Specialists, Teachers/BILA Alumni, and County Office of Education Directors
		o Agenda of BILA Collaboration with Dr. Olga Grimalt, LBUSD (Long Beach Unified School District) Multilingual Services Coordinator to discuss Collaboration on BILA-New CTC BILA Standards & EDEL 453S, 2021
		o Review of EDEL 453S Syllabus & Class Visit Email Requests with LBUSD Hellen Keller MS Collaboration, 2018-2021
		o Collaboration on the Bilingual Coordinator's Network, The Elementary Mandarin Dual Language Pedagogy Institute, the Asian Languages Network, and the California Association for Bilingual Education 2023: Asian Language Institute

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		○ [Collaboration with Long Beach Unified School District, Dual Language Programs, CSULB/BILA and Credentialed Teachers, Meeting 9/8/23](#)
2. Key Benchmarks		
Does the Transition Plan identify key benchmarks for transition planning?	Yes.	
3. Pathway(s) for Program Completion		
Does the Transition Plan clearly show the pathway(s) for program completion? E.g., pathway for concurrent or post-credential candidates; pathway for different languages.	Offered to MS candidates through an integrated teacher preparation program or post-baccalaureate MS candidates. Offered to in-service teachers with MS, SS, or EdSp credentials.	
4. Course Sequence		
Did the institution submit a course sequence that clearly demonstrates which courses candidates will take to complete	Yes, courses provided for all pathways.	

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the Bilingual Authorization? For multiple pathways, did the institution note whether courses will be the same or different for each pathway?		
5. Description of Fieldwork		
Does the Transition Plan include a narrative describing how the program will implement the 20-hour fieldwork requirement? Including concurrent and/or post-credential candidates.	Yes.	
6. Course Matrix		
Do each of the introduce links identify how the BTPE (Bilingual Teaching Performance	No, the course matrix submitted does not include how candidates are introduced (I) to the BTPEs. **Complete the course matrix and resubmit it to Commission staff. In the resubmission, notations for introduced (I) must link to the direct place in the course syllabi where the BTPEs are**	The BILA program has revised the Bilingual Authorization Credential Program Standards Course Matrix to include instances where candidates are introduced (I) to BTPEs. Notations for introduced (I) are also linked to the direct place

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Expectations) is introduced?	**introduced. It should be clear how candidates are being introduced to the BTPE (readings, lecture topics, etc.).**	in the course syllabi where the BPEs are introduced. Please see: Revised Bilingual Authorization Credential Program Standards Course Matrix
Does the course matrix include where BTPEs will be practiced (P) and assessed (A)? *Links to practice and assessments were not required but should be noted on the matrix.	Practice (P) and assessed (A) are not included for all BTPEs. **Update course matrix resubmit to Commission staff. In the resubmission, notations for practice (P) and assess (A) must be included for all BTPEs though links to syllabi are not required.**	The BILA program has revised the Bilingual Authorization Credential Program Standards Course Matrix to include notations for practice (P) and assess (A) for all BTPEs. Please see: Revised Bilingual Authorization Credential Program Standards Course Matrix
Does the course matrix (Part 2) include how the program will assess candidate competence?	A review of the program documents noted that candidates will take CSET (California Subject Exam for Teachers) III to demonstrate language competence.	

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How will the program assess candidate language competence?	Link to program document	See Section 1.1: Assessment of Candidates in the CED Launchpad – Bilingual Authorization